



**University of Wisconsin Oshkosh  
Department of Social Work**



Logo Designed by Frank A. Ross,  
Oshkosh, Wisconsin 1976

**SOCIAL WORK STUDENT HANDBOOK**

*The BSW Program guides and prepares students to engage in generalist practice social work in both local and global contexts, that is focused on strengths and skills, social justice values, critical thinking, and is evidence-based.*

*The Master of Social Work is a strengths-based graduate education program that prepares students for advanced professional practice and leadership in both local and global practice contexts, with a commitment to evidence-based knowledge, critical thinking, and social justice values.*

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## Handbook Purpose

The purpose of this handbook is to provide students who are interested in a social work career with a comprehensive introduction to the University of Wisconsin Oshkosh Department of Social Work. It is intended to help students find their own answers to questions about what to expect if they decide on social work as a major and is a guideline to those already in the major. This manual addresses questions such as: What are the courses in the social work curriculum? In what order are they to be taken? What are the admission requirements? These are but a few of the questions which students can find answers for in this handbook.

●**Section I** provides a description of the Department including an overview of its history. This section concludes with a brief description of the Council on Social Work Education, the Curriculum Policy Statement which guides the development of accreditation standards, and how this policy and these standards influence social work programs' accreditation.

●**Section II** articulates student rights and responsibilities, which were prepared in consultation with a committee of student representatives drawn from those who volunteered to help draft them. It stands alone as a section in this handbook because of its importance to all students and faculty in order to clarify student rights and responsibilities with respect to advisement, instruction, and departmental voice.

●**Section III** describes the curriculum of social work programs. First it lists the programs' missions and goals. It next describes the baccalaureate degree social work program and the sequencing of professional courses. Finally, there is a detailed description of the MSW program, coursework, and course sequencing.

●**Section IV** contains educational policies and procedures pertaining to instruction, advising, admission, credit transfers, non-discrimination, sexual harassment and other relevant policies.

●**Section V** is comprised of Appendices pertaining to services available to students with disabilities and the location of important web pages for materials pertaining to the National Association of Social Workers (NASW) Code of Ethics and the Council on Social Work Education's Curriculum Policy Statement (CSWE). Their web locations contain the unabridged versions of the Code and of the Curriculum Policy Statement.

It is important to note that this handbook is a work in progress. It undergoes refinement as new policies, procedures and practices emerge. The Department appreciates hearing from students and others about their reactions and suggestions for its improvement.

## Section I

### An Overview of the Department of Social Work

**Mission of the Bachelor of Social Work Program:** *The BSW Program guides and prepares students to engage in generalist practice social work in both local and global contexts, that is focused on strengths and skills, social justice values, critical thinking, and is evidence-based.*

**Mission of the Master of Social Work Program:** *The Master of Social Work is a strengths-based graduate education program that prepares students for advanced professional practice and leadership in both local and global practice contexts, with a commitment to evidence-based knowledge, critical thinking, and social justice values.*

#### A. Contacting the Department

The Social Work administrative and faculty offices are located on the second floor of Swart Hall. It is accessible for those who are physically impaired by using the entrance off of the pedestrian mall (between the buildings of Halsey and Swart), then taking the elevator to the second floor. The Department office is room 230.

**Main Office phone number:** 920-424-1419

**Main office fax number:** 920-424-1443

#### Main office mailing address:

University of Wisconsin Oshkosh  
Department of Social Work, Swart 230  
800 Algoma Blvd.  
Oshkosh, WI 54901-8672

**Faculty and Staff Contact Information:** Faculty and staff contact information can be found on the UWO Social Work webpage [here](#). Contact information for individual teaching faculty/staff is always posted at the top of their social work course syllabi. Office listings are posted on the second floor of Swart Hall outside of room 230.

#### B. Social Work Web Addresses

Those who are interested in reviewing the program bulletin may do so at the following Internet addresses:

UWO Undergraduate Bulletin: <https://www.uwosh.edu/registrar/undergradbulletins>

UWO Graduate Bulletin: <https://www.uwosh.edu/gradstudies/certificate-and-degree-programs/bulletins>

Department of Social Work Home Page: <http://www.uwosh.edu/socialwork>

Please note that the Social Work web page contains some very important links to other resource information about social work and to social work organizations.

### **C. History of the Social Work Program**

The Department of Social Work started out in the mid-1960s as a Social Welfare major in another department within the College of Letters and Science. In 1974 the BSW became a free-standing major, receiving its initial accreditation from the Council on Social Work Education (CSWE) in 1975. CSWE is the standard-setting national organization, which accredits professional programs offering baccalaureate and master's degree in social work. The BSW has been reaccredited seven more times since that date, in 1978, 1983, 1992, 1995, 2000, 2007 and 2015. The MSW program began as an accredited collaborative with UW-Green Bay, graduating its first class in 2005. In 2015, this partnership was dissolved and UWO offered its stand-alone MSW degree beginning in 2016. The new MSW program at UWO earned its accreditation in its inaugural year, 2016. Undergraduate and graduate social work programs at UW-Oshkosh are currently accredited by CSWE.

The Department celebrated its 25th anniversary as an accredited BSW program in 1999. That is the year in which the profession of social work completed the celebration of its 100th birthday, marked by the time when social work courses were formally introduced at Columbia University, in New York City. In its 100-year evolution, the social work profession has maintained a dual concern for the well-being of people in the small circle of their daily lives, as well as in the large circle of their collective community and societal existence. In effect, what may seem to be a problem facing one person, family, or small group is part of a larger social issue. For instance, poverty is indeed personal, but it takes on greater significance as part of the circumstances of the many families and children who suffer its effects. Spousal abuse is personal, but its roots lie deeper in an increasingly violence-tolerant culture. Racial discrimination is also practiced on an institutional as well as personal level. Those who plan to enter the social work profession are urged to reflect on their stance toward vulnerable populations. Are they prepared to advocate for basic social change on behalf of underserved populations, as well as to provide them basic services and resources? In the social work profession, helping and advocacy for social justice go hand-in-hand.

### **D. Student Social Work Association**

The Student Social Work Association (SSWA) also has a long history with the Department, having started out in 1974 with a different name, Student Social Work Interest Group. The name was later changed to Student Social Work Association (SSWA). SSWA is a professional membership organization whose purpose is described therein as stimulating interest in professional social work practice and being open to all students. As elaborated in its Constitution, this purpose extends to the encouragement of student participation in departmental curriculum matters; promotion of better communication between students, faculty, and the community; stimulation of awareness of and involvement in local and national social work issues and policies; and providing volunteer service to a community agency or project on a regular basis. The SSWA takes responsibility for a variety of volunteer projects, fundraisers, and workshop offerings.

SSWA has a mail box in the Department Office (Swart 230) and a bulletin board outside of the office where meeting dates/times are posted. The current email address for SSWA is [sswa@uwosh.edu](mailto:sswa@uwosh.edu). The SSWA Constitution is included in Appendix C.

### **E. Education Policy and Accreditation Standards (EPAS)**

The Council on Social Work Education (CSWE) is the standard-setting national organization, which accredits professional programs offering baccalaureate and master's degrees in social work. It began accrediting BSW programs in the early 1970s. This Department's BSW accreditation dates back to that era. Students majoring in social work are encouraged to visit the [CSWE](http://www.cswe.org) website, where important information is available about this organization and how it guides the vision and thinking about social work education across this nation. Below are a few basic questions and answers about CSWE to help students get acquainted with professional accreditation.

#### **•What is accreditation?**

Accreditation is a process which social work education programs go through in order to obtain the assurance from their national standard-setting organization that they are meeting essential standards for quality education in preparing social workers to enter the profession. As of 2018, there are **541** accredited BSW and **233** accredited MSW across the nation that have been recognized by CSWE for meeting its standards (CSWE, 2018). Possession of a degree from an accredited program is usually a requirement for state licensure or certification.

#### **•What are these accreditation standards based on?**

The standards are based on an Educational Policy and Accreditation Standards ([2015 EPAS](#)), prepared by the CSWE Commission on Accreditation. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate (CSWE, 2015).

#### **•How many standards are there, and what do they cover?**

There are four evaluative standards; Program Mission and Goals, Explicit Curriculum, Implicit Curriculum and Assessment (CSWE, 2015).

1. The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.
2. The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social Work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.
3. The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity;

admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

4. Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

The EPAS (2015) may be accessed through the Internet by contacting CSWE at their web site: [CSWE](#).



## Section II

### Students' Rights and Responsibilities

Accreditation standards make it very clear that social work programs must explicitly state students' rights and responsibilities as contained in the program's educational policies and procedures, taking into consideration their institutional policy derivatives as well. The rights and responsibilities stated below were prepared during the self-study process for re-accreditation. They were identified by an ad hoc student committee of the Department whose members assisted the Chair to review the Department's policies and procedures. The committee then prepared a set of statements reflecting the important elements for fair treatment of students along with a set of statements which articulated the obligations which students needed to follow in order to uphold standards for their educational and professional learning.

The SSWA committee members emphasized how important it is to recognize that all policies in a professional program require mutual respect between faculty and students as the basis for fair and just treatment. In this sense they encourage both faculty members and students to work in a cooperative manner, guided by ethical principles and standards derived from the profession's [Code of Ethics](#).

#### A. Advisement

*Student rights concerning advisement include:*

- Making reasonable efforts to assure consistent advisor assignment;
- Having mechanisms in place for change of advisor where appropriate to the student's best interest;
- Providing reasonable access to advisors (use of posted office hours, sign-up sheets, phone numbers, E-mail address or other mechanisms for prompt response);
- Giving advanced notice of due dates for submission of required applications for admission to BSW program, MSW program, and field practicums;
- Providing a confidential advisement file with up-to-date information pertinent to planning, including a record of advisement conferences and outcomes, application information, and other relevant information which the student has access to; and
- Respecting student confidentiality is assured through the Family Educational Rights and Privacy Act Privacy Act (FERPA).

*Student responsibilities concerning advisement include:*

- Meeting regularly with the advisor and keeping one's advising record up-to-date;
- Consulting with advisor about career choices and/or alternative career paths;
- Obtaining their advisor's prior consent to be an employment or graduate school reference;
- Seeking volunteer and multicultural activities supportive of social work career interests;
- Attending required orientation meetings; or obtaining current information at a web site;
- Making use of suggested support services; and
- Submitting application to the BSW program, MSW program, and/or applications to field practicums in a timely manner, having met the program's requirements.

## **B. Instruction**

*Student rights concerning instruction include:*

- Having reasonable access to instructors outside of class (use of posted office hours, phone numbers, email addresses or stated communication means for prompt response);
- Timely feedback on course assignments;
- Providing a comprehensive syllabus which details course objectives, content, assignments, grading criteria, policies;
- Assuring freedom from arbitrary or capricious evaluation and grading; and
- Providing due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
- Having the opportunity to apply critical thinking and analysis to controversial professional issues and to write about or discuss these issues in a climate of academic freedom;
- Negotiating changes in the course syllabus;
- Having the right to a refusal decision concerning participation in a class discussion which encourages self-disclosure of sensitive personal information;
- Assuring input into the evaluation of courses and instructors Student Opinion Survey (SOS) form; and
- Making reasonable accommodation of documented disabilities.

*Student responsibilities concerning instruction include:*

- Giving proper notice to instructors when special accommodations are to be requested for any reason, specifically in relation to request to meet special education needs;
- Coming to class or other meetings prepared, attending regularly, and contributing positively to the a class climate which supports self-learning and the learning of others;
- Following through on commitments made with all those persons connected to the program, including students, faculty, agency supervisors, service recipients and others;
- Promptly contacting instructors, when needed, by means of email, phone, or written message;
- Being timely in attendance and submission of assignments in courses and practicum agency;
- Reading and becoming familiar with syllabus content in a given course, including program and course policies, reading and assignment requirements;
- Being in charge of one's own learning, including the identification of learning needs, taking steps to address them, monitoring one's progress, and seeking remediation where necessary;
- Observing academic honesty policies;
- Taking the necessary steps to resolve disagreements, conflicts, complaints, or grievances informally before moving to a more formal means;
- Dealing responsibly with controversial issues by drawing upon sound research and documented sources rather than taking positions based solely on opinion and undocumented evidence;
- Respecting rights of others, including peers, faculty, and all persons who are part of the practicum experience, modeling behaviors expected of a professional colleague; and

- Providing constructive feedback to students and faculty in an objective and constructive manner.

### **C. Department**

*Student rights concerning the Department include:*

- Participating in formulation of the Department's curriculum and educational policies;
- Participating in Department governance as identified by the Student By-Laws;
- Participating in the membership of the Student Social Work Association; and
- Possessing freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation, or any other qualification or characteristic that could prove discriminatory.

*Student responsibilities concerning the Department include:*

- Helping the Department formulate curriculum and educational policies;
- Participating in Department governance in a manner specified by the Student By-Laws;
- Negotiating responsibly at Department and committee meetings with respect to the formulation of policies and procedures which impact on student professional education;
- Utilizing membership in the Student Social Work Association to become a voice for student interests; and
- Observing rights and freedom of others by opposing discriminatory practices.

## Section III

### Curriculum

#### A. Introduction

Social work is an applied or practicing profession. Therefore majoring in a profession such as social work is different from majoring in academic disciplines such as history, sociology or physics. The standards by which students are evaluated pertain not only to critical thinking and ability to master conceptual content, but also to the manner in which they incorporate professional values, ethical principles, and professional performance requirements expected of a social worker. Students will be expected to demonstrate competency for serving and engaging with others in a manner which upholds the professional requirements of social work. Further, they should also possess the capacity to examine their own values, beliefs, and professional conduct which can potentially bias or interfere with their ability to perform professional services. Finally, students should be able to model a community service ethic.

#### B. Program Vision, Missions and Goals

##### Department of Social Work Vision:

*The vision of this Department reflects a central belief that its curriculum be guided by the principle of doing what is right and just — teaching students to willingly accept the professional responsibility to act as the "heart and conscience" of the profession in their respective communities or as part of the profession-at-large, to advocate on behalf of those who suffer discrimination, devaluing and oppression. The Department's missions and goals stem from its vision.*

##### Department of Social Work Goals:

- Actively participate in the community to promote social justice;
- Actively participate as leaders in the profession and sustain commitment to the advancement of social work education.

##### Mission of the Bachelor of Social Work Program:

*The BSW Program guides and prepares students to engage in generalist practice social work in both local and global contexts, that is focused on strengths and skills, social justice values, critical thinking, and is evidence-based.*

##### BSW Goals

- Graduate competent (based on CSWE Foundation Competencies and Practice Behaviors) BSW level social work professionals;
- Prepare graduates for entry-level employment in generalist social work practice positions;
- Prepare students for entry into graduate school and stimulate engagement in regional professional development activities; and
- Prepare students for state/national examination for certification as entry-level social workers.

### **Mission of the Masters of Social Work Program:**

*The Master of Social Work is a strengths-based graduate education program that prepares students for advanced professional practice and leadership in both local and global practice contexts, with a commitment to evidence-based knowledge, critical thinking, and social justice values.*

### **MSW Goals:**

- Prepare advanced degree social workers to assume leadership roles in clinical/mental health care and health care settings in order to meet the growing needs of the Fox Valley and beyond;
- Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and health care services;
- Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well-being; and
- Engage in teaching, research and evaluation activities that promote best practices in mental health and health care practice and encourage innovation and discovery to improve the well-being of those in need.

## **C. Undergraduate BSW Curriculum Overview**

### **Liberal Arts and General Education Content (UNDERGRAD)**

The UW-Oshkosh Bachelor of Social Work (BSW) program has a four-part curriculum: 1) General education, which is named University Studies Program (USP), 2) Gateway courses, the pre-admission curriculum, 3) 300-level courses, the pre-Field curriculum and 4) 400-level courses, which includes the Field Practicum.

University Studies Program: The University Studies Program (USP) provides students with an assessable, common intellectual experience that also embraces the traditional breadth of a liberal arts education to prepare them for the challenges of work, engaged citizenship, and a meaningful and satisfying life. Students participate in small, first-year-experience classes, a community engagement experience in the second-year, and address three “Signature Questions,” which are woven throughout all USP courses:

1. **Sustainability:** *How do people understand and create a more sustainable world?*
2. **Civic Learning:** *How do people understand and engage in community life?*
3. **Intercultural Knowledge:** *How do people understand and bridge cultural differences?*

| <b>University Studies Program for Social Work Students</b>  |   |
|---|---|
| <b>Time</b>   | <b>Courses</b>  |
| First Semester  | <ul style="list-style-type: none"> <li>• QUEST I: 25-student EXPLORE course (part of First-Year Experience (FYE))</li> <li>• WBIS 188 or Comm 111, pairs with QUEST I course</li> </ul>   |
| Second Semester   | <ul style="list-style-type: none"> <li>• QUEST II: 50-student EXPLORE course focused on student future and ethical reasoning</li> <li>• WBIS 188 or Comm 111 (whichever student did not take yet)</li> </ul>  |
| Third or Fourth Semester  | <ul style="list-style-type: none"> <li>• QUEST III: 50-student EXPLORE course with Community Experience (some learning will take place outside of classroom with Community Partner)</li> </ul>  |
| Semester following QUEST III (Fourth or Fifth Semester)   | <ul style="list-style-type: none"> <li>• English 300, also known as CONNECT: 28-student course focused on advanced writing and connecting the themes learned in QUEST I, II, and III</li> </ul>   |
| First-Fourth Semesters  | <ul style="list-style-type: none"> <li>• Explore Culture (Arts &amp; Humanities: XC in TitanWeb)- total 3 courses from at least 2 departments</li> <li>• Explore Nature (2 Science: XL for Lab Sciences in TitanWeb (Math requirement listed in next row)</li> <li>• Explore Society (Social Sciences: XS in TitanWeb)- 2 courses in 2 departments</li> <li>• Ethnic Studies course (ES in TitanWeb)</li> <li>• Global Citizenship course (GC in TitanWeb)</li> </ul> |
| First-Fifth Semesters<br>*These courses can be taken with USP but must be completed within first 90 credits for Social Work undergraduates* | <ul style="list-style-type: none"> <li>• Math (XM for Math in TitanWeb: choose ONE: PBIS 189, Math 109, Math 201, Math 301, Psych 203, Soc 281, CJ 281</li> <li>• Political Science: PS 105 or PS 106</li> <li>• History: Hist 201, Hist 202, Hist 326, Hist 361, Hist 363</li> </ul>   |

Pre-Social Work majors must complete USP prior to being admitted to the BSW program. The last row of the above table indicates that students must also complete Statistics, History and

American Government requirements. This *can* be accomplished through the USP course offerings, but may be completed anywhere within the first 90 credits. Ideally, students complete the Social Work Gateway courses during the semesters that they are also completing USP. These courses are detailed below.

**Gateway Courses:** Students complete the following courses in preparation for admission to the BSW Program (9 credits):

1. **SW 167, Introduction to Social Work:** General survey course with an introduction to history, knowledge, values, and skills of the profession. Designed for Pre-Social Work majors, people working in related fields, and students undecided about a major. Informed sensitivity to all aspects of human diversity is emphasized, along with the importance of social work's responsibility to act as advocates on behalf of those who suffer discrimination, devaluing and oppression. Prerequisite: Declared Pre-Social Work Major OR consent of department (3 credits).
2. **Human Development Course:** SW 220, Family Life Cycle Transitions (SW 167 prerequisite) OR Ed Found 235, Child and Adolescent Development OR Nursing 200, Development and Health OR Psych 391, Developmental Psych (3 credits).
3. **Interpersonal Skills Course:** SW 98, Interpersonal Skills and Social Work Practice (SW 167 prerequisite), OR Comm 213, Interpersonal Communication: Ethnic Studies OR Comm 214, Interpersonal Speech Communication (3 credits).

In these courses, pre-Social Work majors are introduced to practice competency in the areas of ethical and professional behavior, diversity and difference in practice, and advancing human rights and social, economic, and environmental justice.

**300-Level Courses:** Once students are admitted to the BSW degree program they complete the following courses in preparation for the Field Practicum (24 credits):

1. **SW 305, Social Work Ethics in a Diverse Society:** Introduces the student to the framework of ethics in a diverse society for generalist practice, focusing in particular on women's issues. To clarify ethical issues, social workers will need to use ethical concepts paired with social work knowledge, skills and values, when dealing with populations at risk. This course presents the student with basic philosophical theories and moral and ethical decision making models to prepare the student to fully understand the logic systems of the client as well as one's own values and behaviors. Cross-listed: Social Work 305/Women's and Gender Studies 305. Students may receive credit for only one of the two cross-listed courses. Prerequisites: Declared Pre-Social Work Major, Admission to the BSW program, enrolled Women's and Gender Studies student OR consent of instructor (3 credits).
2. **SW 310, Teamwork and Inter-professional Practice:** Inter-professional education (IPE) incorporates various professional disciplines that learn and work together using team-based approaches in client service delivery processes. The contributions from inter-professional collaboration results in higher quality service delivery to populations served by social service providers. This course provides an introduction to inter-professional practice, the strengths and challenges of an inter-professional approach, and promulgates and understanding of how professional practice outcomes can be improved through

evidence-based inter-professional practice. Prerequisites: Admission to the BSW Program (3credits).

3. **Social Justice Course:** SW 315, Diversity and Social Justice: This course is designed to increase students' awareness and competency in diversity and social justice in social work practice. Through self-awareness and levels of community engagement, students will increase their understanding of issues of diversity, human rights, social, economic, and environmental justice and integrate that understanding by increasing their self-awareness and engaging members of the community regarding their experiences as members of minority groups embedded in American culture. They will detail how this experience helped them apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Prerequisites: Declared Pre-Social Work Major, Admission to the BSW Program. OR approved 300 level Social Justice (3credits).
4. **Social Services Research Course:** SW 340, Research in Social Services: Examines research methodology and the application of scientific process to generalist social work practice. Includes the development of an understanding of qualitative and quantitative methods; the appropriate use of deductive and inductive processes in theory testing, program evaluation, and knowledge-building; and the application of critical thinking skills to the design, conduct, and analysis of social research. Attention also is given to how knowledge-building can enhance the equitable distribution of resources, access to services and opportunities, and furtherance of social justice. Prerequisite: Declared Pre-Social Work Major, Admission to BSW Degree OR Psych 275, Research Methods OR Crim Jus 343, Quantitative Research Methods (3 credits).
5. **SW 376, Engagement and Assessment in Social Work Practice:** This course focuses on integration of theories and models for assessing and engaging in the professional helping relationship with individuals, families, and groups. Students will learn about generalist social work practice from a strengths-based perspective utilizing standardized tools in the engagement and assessment in working with individuals, families, groups, and communities. Students will learn to evaluate individuals, families, groups, and communities from a theoretical perspective utilizing knowledge of human behavior and the social environment, as well as other theories related to social work. Students will practice effective communication, assertive behavior, and interpersonal skills for effective teamwork in organizational environments as well as working with individuals and families. Students will pay attention to multi-cultural aspects of human relationship skills as well as opportunities for role play and practice of effective problem solving. Prerequisite: Declared Pre-Social Work major or Admission to BSW Degree Program or instructor consent. Special fees may apply (3 credits).
6. **SW 377, Generalist Practice I Interviewing Lab:** Generalist focused interviewing skills laboratory for use in micro, mezzo, and macro systems. To be taken concurrently with the Practice I and Human Behavior in the Social Environment courses. Offers intensive development of active listening and interviewing skills in conjunction with the application of theoretical content for assessment, intervention, and evaluation activities in practice. Prerequisite: Declared Pre-Social Work major or Admission to the BSW Degree (3 credits).



7. **SW 378, Interventions and Evidence-Based Practice with Individuals and Families:** This course introduces Generalist Practice social work students to building a solid foundation in their development of interventions, rooted in Evidence-Based Practice (EBP), with emphasis on working with individuals and families. This course explores interventions and evidence based practice theories and models, appraises current research in EBP, and builds a working knowledge of direct and indirect interventions geared towards diverse individuals and families. Students will acquire skills needed to identify, assess, implement, and evaluate interventions, with emphasis on themes of critical thinking, advocacy, ethics, cultural diversity and social justice. Prerequisites: Admission to the BSW Degree Program. Special fees may apply (3 credits).
8. **SW 379, Interventions and Evidence-Based Practice in Macro Practice Settings:** This course prepares social work students to practice with competence in large groups, organizations and communities. Students learn the theoretical foundations of evidence-based interventions, and learn to apply this knowledge in practice through classroom and community-based simulations and activities. Students will practice collaboration, teamwork, negotiation, and advocacy skills in order to improve client outcomes. This course will prepare students to evaluate client goal achievement and foster development of keen observation skills. Students will reflect on their knowledge, values and practice skills in order to prepare to apply these dimensions of learning to the grand challenges of social work practice. Prerequisite: Admission to BSW Degree Program or instructor permission (3 credits).

These courses prepare students to participate in the Field Practicum. When students have completed the 300-level courses, they are well on their way to becoming competent social work practitioners.

400-Level Courses: Once students are admitted to the BSW Field Practicum they complete the following courses (6 credits).

1. **SW 401, Applied Generalist Practice I:** The field practicum component, including 210 hours of educationally supervised generalist practice experience in a social service agency and weekly 2-hour integrative seminar. Involves the application of social work knowledge, values and skills to social work practice with individuals, families, groups, organizations and communities, using appropriate theoretical frameworks and differential professional strategies of change. This course cannot be repeated without a written appeal to the Social Work Admission and Retention Review Committee and acceptance of that Appeal. Prerequisites Admission to the BSW Degree and completion of SW 379. Special fees may apply (6 credits).
2. **SW 410, Generalist Practice with Groups:** Examines theories of group behavior and their application within a generalist practice framework with families and people in small groups. Emphasis on understanding group dynamics, phases of group development, group process and behavior, and skill development for working with various types of groups. Prerequisite: Admission to BSW Degree and completion of Social Work 379 or instructor consent (3 credits).

3. **SW 451, Applied Generalist Practice II:** Building on the competencies acquired in Social Work 401, this second term generalist practice experience includes 210 hours of supervised practice in a social work agency and weekly 2-hour integrative seminar. Focuses on continuing enhancement of theory-guided generalist practice with all systems sizes, effective identification and resolution of ethical dilemmas, and increased autonomy of functioning. Prerequisites: Admission to the BSW Degree and completion of SW 410 (6 credits).
4. **Policy Course: SW 468, Social Welfare Policy:** This course prepares students to act as policy advocates, apply social work values and ethics to public policy analysis and implementation, to employ critical thinking skills to analyze policy practice, to advance policies that are socially just and to promote policies that facilitate the well-being of social service recipients. Social Welfare policy is viewed within the context of generalist practice and the social worker's role as a policy advocate and partner at all levels in society. Prerequisites: Admission to the BSW Degree, and completion of SW 410. OR Poli Sci 321, American Public Policy OR Political Science 394, Community Power Systems (3 credits).

Once students have completed these courses and the Field Practicum they are prepared to be competent social workers.

### **Relating the Profession's Purpose to a Generalist Perspective**

People appear to be drawn into social work out of a desire to be helpful to others and to promote their well-being. The person drawn into social work is basically guided by a service mission. Oftentimes this desire to help others may be intensified by having witnessed what can happen when such support was available to others or having been directly impacted by such help or the lack thereof. The profession of social work is indeed committed to helping people. What is important for a person considering a social work career to consider is that the social worker who is involved in helping to change situations with individuals, families, or groups in the small circle of human existence is also expected to work with organizations, neighborhoods, and communities in the larger circle. The focus of their practice in this regard is on the planning and formulation of policies and programs to provide resources essential to the development of human capacities through advocacy and action, particularly with respect to the support and empowerment of groups at risk. The professional actions are also expected to be part of a systematic process of planned change, which incorporates research and knowledge-building. There is a side of social work which is devoted to social and economic justice within a systematic framework of practice. These purposes are clearly articulated in Educational Policy and Accreditation Standards (2015 EPAS) for social work education and in the National Association of Social Workers (NASW) *Code of Ethics* as articulated in its Preamble (NASW, 2017r).

### **Being a Generalist Social Worker:**

(1) The generalist is essentially a practitioner who can look at the broader context of presenting issues and concerns faced by service consumers. To accomplish this, the practitioner uses an ecological systems perspective to examine factors, which impinge on a presenting concern, and

to suggest appropriate interventions. From a so called eco-systems perspective, there is not just one way to address a situation. Looking for cause-effect or someone to “blame” is simplistic, compared with a holistic approach, which considers connections in the web of person/environment transactions. Furthermore, the selected intervention may incorporate one or more systems levels (individual, family, group, organization, community). The service consumer is an integral part of the process.

(2) Another dimension of generalist practice is that of systematic planned change. The practitioner engages in a systematic process which fundamentally includes assessment, intervention, and evaluation. Practice is expected to be informed by knowledge and to generate knowledge through an evaluative process.

(3) Finally, the generalist is supportive of advocacy and empowerment to affect social and economic justice as an inclusive element of practice, supported by ethical principles articulated in the *NASW Code of Ethics*.

### **The Department’s Definition of Generalist Social Work Practice**

The definition of generalist social work practice stated below reflects the three dimensions discussed above: a holistic eco-systems perspective, a systematic knowledge-based approach to change, and advocacy for social justice. It was prepared and adopted by the Department faculty to guide the development of coursework for the professional core.

“The generalist approach to social work practice supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention-individual, family, group, organization, and/or community-appropriate to addressing the issues presented. It recognizes the profession’s dual purpose and responsibility to influence social as well as individual change. Particular attention is given to working with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching and influencing the generalist approach are the values and ethics of the profession.”

| <b>Sequence for Courses in the Social Work Major</b>  |   |
|---|---|
| <b>Declared Pre-Social Work Majors</b>  |   |
| <b>Years I &amp; II</b>   |   |
| <p><b>Social Work Gateway Courses</b></p> <ul style="list-style-type: none"> <li>• 93-167 Introduction to Social Work</li> <li>• Human Development- Soc Work 220, Ed Found 235, Nursing 200, Psych 391 (Choose ONE)</li> <li>• Interpersonal Skills- Soc Work 298, Comm 213, Comm 214 (Choose ONE)</li> </ul> <p><b>Additional BSW requirements: take in first 90 credits</b></p> <ul style="list-style-type: none"> <li>• Political Science- Poli Sci 105, Poli Sci 106 (Choose ONE)</li> <li>• Statistics- PBIS 189, Math 109, Math 201, Math 301, Psych 203, Soc 281, CJ 281 (Choose ONE)</li> <li>• History- Hist 201, Hist 202, Hist 326, Hist 361, Hist 363, Hist 368, Hist 385 (Choose ONE)</li> <li>• 300 level Advanced English Composition (Semester following QUEST III)</li> </ul> <p><i>Remaining USP requirements (see pages 15-16)</i></p> |   |
| <b>Formal Admission to Bachelor of Social Work Program</b>  |   |
| <b>Fall Semester Year III</b>   | <b>Spring Semester Year III</b>   |
| <p><b>300 Level</b><br/>           93-305 Social Work Ethics in a Diverse Society<br/>           93-315 Diversity and Social Justice OR approved 300 level Social Justice course<br/>           93-376 Engagement and Assessment in Social Work Practice<br/>           93-377 Generalist Practice I Interviewing Lab</p>   | <p><b>Application for Admission to Field Practicum 300 Level</b><br/>           93-310 Teamwork and Interprofessional Practice in Social Work<br/>           93-340 Research in Social Services OR Psych 275 OR Crim Jus 343<br/>           93-378 Interventions and Evidence Based Practice with Individuals and Families<br/>           93-379 Interventions and Evidence Based Practice in Macro Practice Settings</p> |
| <b>Formal Admission to Field Practicum</b>  |   |
| <b>Fall Semester Year IV</b>  | <b>Fall Semester Year IV</b>  |
| <p><b>400 Level</b><br/>           93-401 Applied Generalist Practice I<br/>           93-410 Generalist Practice with Groups</p>   | <p><b>400 Level</b><br/>           93-451 Applied Generalist Practice II<br/>           93-468 Social Welfare Policy OR Poli Sci 321 OR Poli Sci 394</p>  |

## **D. Master of Social Work Curriculum (GRADUATE)**

MSW students in the Foundation Curriculum will become competent in the 9 practice competencies mandated by the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

Foundation students are those who have earned a degree in a field other than Social Work, or whose degree in social work is more than eight years old.

These courses mimic the professional course sequence of the BSW curriculum and includes a generalist social work internship.

Courses marked with an asterisk\* are hybrid courses; a portion of the course work is completed online.

### **Foundation Courses (27 credits):**

1. **SOC WORK 701, Ethical Issues in Contemporary Social Work\*:** This course introduces the student to the framework of ethics in a diverse society for advanced generalist practice in health and mental health settings. To clarify ethical issues, social workers will need to use ethical concepts paired with social work knowledge, skills and values, when dealing with populations at risk. This course presents the student with basic philosophical theories and moral and ethical decision making models to prepare the student to fully understand the logic system of the client as well as one's own values and behaviors. Prerequisites: Admission to the MSW program. There may be additional fees associated with this course (2 credits).
2. **SOC WORK 702, Generalist Practice I: Individuals, Families, and Small Groups\*:** This course is one of two graduate foundation MSW courses, emphasizing the development of competency with engagement, assessment, intervention and evaluation with individuals, families and small groups at the master's level. Integrating theories, models, and methodologies used with evidenced based practice students incorporate the knowledge, values, ethics, and skills needed for competence reflected in a culturally diverse practice setting, applying a strengths-based approach. Developing an understanding of self, how one's values impact relationships with client systems through application of critical thinking, students will acquire an understanding of advanced-level generalist practice and the change process at all points using evidence-based practice models. Prerequisite: Admission to the UWOSH MSW Program. There may be additional fees associated with this course (3 credits).
3. **SOC WORK 703, Generalist Practice Lab: Interviewing\*:** In this lab course students will practice developing rapport, assessment and intervention skills with individuals and families. Students will be introduced to a range of skills required for effective practice, and will build on knowledge acquired in SW 702. This course focuses on interviewing methods of social work practice and outlines the change process model, which is taken from different theoretical perspectives. Students will learn about the use of self when establishing relationships, exploring issues, and implementing strategies for problem-

solving. Students will practice effective termination of services in social work practice with individuals and families Prerequisites: Admission to MSW Program. There may be additional fees associated with this course (2 credits).

4. **SOC WORK 704, Generalist Social Work Practice II\***, This course promotes master's level development of knowledge, values and skills necessary to practice social work with diverse groups and within organizations and communities. Prerequisites: Admission to MSW Program. There may be additional fees associated with this course (3 credits).
5. **SOC WORK 707, Human Behavior in the Social Environment\***, This course will introduce students to the integration of theories and models examining the complexity of person/environment functioning with respect to the wide variety of social work practice contexts. Applying an ecological and strengths-based approach, the biological, cultural, psychological and social contexts of human behavior and functioning are examined. This approach prepares students with a theoretical foundation and multi-level understanding of client systems. Prerequisites: Admission to the MSW Program. There may be additional fees associated with this course (3 credits).
6. **SOC WORK 708, Social Welfare Policy: Contemporary Approaches\***, This course prepares foundation year MSW students for competent generalist social work policy practice. Students will develop an understanding of Social Work's historical, contextual view of social welfare policy, commitment to human rights and social justice, access to services and resources and advocacy for evidence-based social service policies. Students will develop competent knowledge and skills for policy practice at the local, state, national and international levels. Prerequisites: Admission to MSW Program. There may be additional fees associated with this course (2 credits).
7. **SOC WORK 709, Foundation Field and Seminar I**, This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Prerequisite: Admission to the MSW Program (6 credits).
8. **SOC WORK 710, Foundation Field and Seminar II**, This course is a continuation of the SW 709 Foundation Field and seminar course and facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice, enhance their professional social work skills, and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Prerequisite: Complete and pass SW 709 (4 credits).
9. **SOC WORK 720, Practice Competence in a Diverse Community**, Ethical and proficient social work practice requires that program graduates be able to "understand how diversity and difference characterize and shape the human experience and are critical

to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual imitation, and tribal sovereign status." Taught from a decolonizing social work perspective, this course contributes to the development of such proficiency and preparation for advanced level social work practice for MSW students. Prerequisite: Admission to the MSW Program (2 credits).

| <b>Sequence for Courses in the Foundation Curriculum</b>   |   |
|--|---|
| <b>Formal Admission to MSW Program</b>   |   |
| <b>Fall Semester</b>   | <b>Spring Semester</b>  |
| <b>Submit application to Foundation Field Internship (Submit Fall II for PART TIME STUDENTS)</b><br>93-701 Ethical Foundation in Social Work Practice (First seven weeks, hybrid)<br>93-707 Human Behavior in the Social Environment (Second seven weeks, hybrid)<br>93-708 Social Welfare Policy (January interim, hybrid)<br>93-720 Practice Competence in a Diverse Community (Taken in Fall II for PART TIME STUDENTS) | 93-702 Generalist Practice I (First seven weeks, hybrid)<br>93-703 Interviewing Lab (Second seven weeks, hybrid)<br>93-709 Foundation Field and Seminar I (Taken in Spring II for PART TIME STUDENTS) |
| <b>Summer Semester</b>   |   |
| 93-704 Generalist Practice II<br>93-710 Foundation Field and Seminar II (Taken in Summer II for PART TIME STUDENTS)  |   |

MSW students who complete the Foundation Curriculum have an educational basis considered equivalent to a Bachelor of Social Work degree. MSW students who do not hold a BSW degree less than eight years old must complete the above foundation curriculum before they are permitted to enroll in advanced coursework.

### **Advanced Courses (22 credits)**

The UW Oshkosh MSW Program offers two concentrations in the Advanced Curriculum: Clinical/Mental Health Practice and Health Care Practice.

Advanced coursework will be interdisciplinary and allow students to take relevant elective courses in Public Administration, Counseling and Nursing, as well as Social Work. Graduates will be competent in the 9 CSWE Practice competencies and will have practice expertise specifically in mental health or health care practice.

Courses marked with an asterisk\* are hybrid courses; a portion of the course work is completed online.

- 1. SOC WORK 723, Advanced Practice Methods in Health Care\***, This course prepares students in the Health Care concentration for interprofessional practice in health care service settings. Students will learn to apply the strengths-based model, and incorporate theory and evidenced based practice. Focusing on a collaborative, interprofessional approach to health care, students advance intervention skills in working with a broad, diverse population. The course facilitates knowledge regarding policy, advocacy, direct client care, and service leadership. Students will implement strategies that foster a team approach in health care services. Prerequisite: Admission to the Advanced MSW Curriculum. Special fees may apply (3 credits).
- 2. SOC WORK 724, Advanced Practice Methods in Mental Health Care**, This strengths-based Clinical Mental Health course uses an in-depth analytical framework for teaching students mental health theories, diagnosis, evidence-based practice, and a collaborative and exploratory approach to clinical mental health in Social Work. Particular attention is paid to cultural diversity in mental illness prevention, diagnosis, and effective treatment. Students develop therapeutic skills to work with individuals, families, and groups. This course is designed to facilitate student ability to carry out leadership roles in the mental health system, work within multidisciplinary teams, and help maintain the clients' ability to cope in society from social, psychological, and physical perspectives. Prerequisite: Admission to the Advanced MSW Curriculum. Special fees may apply (3 credits).
- 3. SOC WORK 727, Psychopathology and Strengths-based Assessment\***, This course examines mental health and mental illness from a strengths-based social work perspective. Cultural and community factors defining these issues are addressed. Prerequisites: Admission to the Advanced MSW Curriculum or instructor permission. There may be additional fees associated with this course (3 credits).
- 4. SOC WORK 728, Advanced Social Work Policy Practice\***, This course prepares advanced year MSW students for competent policy practice in health care and mental health care practice contexts. Students will develop leadership skills to promote human rights and social justice, improve service access and delivery and evaluate policy outcomes. Students will engage in policy practice at the local, state, national and international levels. Prerequisites: Advanced standing admission to the MSW program or completion of Foundation Curriculum. There may be additional fees associated with this course (2 credits).
- 5. SOC WORK 729, Advanced Field and Seminar I**, This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced, concentration specific, field practicum. Students integrate and apply the material learned in the classroom and in the foundation internship/BSW Internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods. Prerequisites: Admissions to the MSW Program with Advanced Standing status or complete and pass SW 710. Special fees may apply (5 credits).



6. **SOC WORK 731, Program Evaluation, Practice Outcomes and Evidence-based Practice\***, This course prepares students to engage in practice-informed research and research informed practice. Students will critically evaluate practice interventions and determine if theory-based, best/evidence-based practices are being employed in the practice setting. Students will be equipped to suggest evidence-based service delivery improvements. This course will prepare students to evaluate practice with individuals, families, groups, organizations and communities and to apply quantitative research methodologies in mental health and health care practice settings. Prerequisite: Admission to the Advanced MSW curriculum. Special fees may apply (2 credits).
7. **SOC WORK 733, Advanced Field and Seminar II**, This course is a continuation of the SW 729 course and is part of the MSW capstone experience. Students continue to develop, broaden, and sharpen their knowledge and skills in their practice concentration. In the final semester of the MSW Field internship students integrate and apply the material learned in the classroom and in prior Field practicum experiences. Students are expected to demonstrate competence in all nine areas of practice in the Advanced Field internship. In the integrative seminar students will address issues in the social work field placement, and integrate practice, policy and research. Students will complete an agency-based program evaluation in this course and demonstrate their capacity as professional leaders. Prerequisite: Complete and pass SW 729 (5 credits).
8. **SOC WORK 741, Qualitative Research Methods**, This course introduces Advanced MSW students to qualitative methods for social work practice and research. The purpose of the course is twofold. The first purpose is to help students expand their understanding of qualitative methods and their implications for practice and research. The second is to help students understand the importance of context and the social justice implications of voice and story in social work research and practice. Prerequisite: Admission to the Advanced MSW curriculum (2 credits).

| <b>Sequence for Courses in the Advanced Curriculum</b>  |  |
|---|--|
| Summer prior to start of advanced curriculum: Submit application to Advanced Field Internship (Submit Fall II for PART TIME STUDENTS) |  |
| <b>Fall Semester</b>  | <b>Spring Semester</b>   |
| 93-727 Psychopathology and Strengths-bases Assessment (First seven weeks, hybrid)   | 93-723 Advanced Practice Methods in Health Care (Health Care Concentration ONLY)               |
| 93-731 Program Evaluation, Practice Outcomes, and Evidence-based Practice (Second seven weeks, hybrid)                                | 93-724 Advanced Practice Methods in Mental Health Care (Mental Health Care Concentration ONLY) |
| 93-728 Advanced Policy Practice (January interim, hybrid)   | 93-733 Advanced Field and Seminar II (Taken in Spring II for PART TIME STUDENTS)               |
| 93-729 Advanced Field and Seminar I (Taken in Fall II for PART TIME STUDENTS)   | 93-741 Qualitative Research Methods (May interim, hybrid)                                      |

**MSW Electives (6 credits)**

**Students will choose 6 credits of electives from the following list:**

| Course No.            | Title   | Credits | Concentration |
|-----------------------|---|---------|---------------|
| SW 571 <sup>[1]</sup> | Child and Family Welfare                                      | 3       | Either        |
| SW 575                | Treatment and Mistreatment of Offenders                       | 3       | Either        |
| SW 643                | Family Practice in Systems Perspective                        | 3       | Either        |
| SW 732                | Field Research Project  | 3       | Either        |
| SW 737                | Crisis Intervention with Vulnerable Populations               | 3       | Either        |
| SW 747                | Mental Health Theories  | 3       | Mental Health |
| SW 777                | Legal Aspects of Social Work Practice                         | 3       | Either        |
| SW 795                | Special Topics  | 3       | Varies        |
| SW 798                | Independent Study   | 3       | Either        |
| MPA 729               | Health Care Organization and Management                       | 3       | Health Care   |
| MPA 762               | Health Care Administrative Law                                | 3       | Health Care   |
| MPA 773               | Health Care Policy  | 3       | Health Care   |
| Nursing 702           | Health Care Systems Policy & Advocacy                         | 3       | Health Care   |
| Nursing 703           | Clinical Prevention and Population Health                     | 3       | Health Care   |
| Nursing 719           | Roles in Advanced Nursing and Interprofessional Collaboration | 3       | Health Care   |
| Nursing 746           | Quality Improvement & Safety                                  | 2       | Health Care   |
| Nursing 748           | Assessment and Evaluation Strategies in NE                    | 3       | Health Care   |
| Nursing 783           | Healthcare Informatics  | 3       | Health Care   |
| PRF CNSL 725          | Trauma and Crisis in Counseling*                              | 3       | Mental Health |
| PRF CNSL 726          | Wellness, Spirituality, and Mindfulness in Counseling*        | 3       | Mental Health |
| PRF CNSL 776          | Addictions in Counseling*                                     | 3       | Mental Health |

<sup>[1]</sup> Students may take no more than 3 credits from those courses that can be applied to either concentration

\* Students seeking these electives must contact the professor in Professional Counseling for permission to enroll.

## Section IV

### Policies and Procedures

#### A. Instructional Policies

Each course syllabus includes instructional policies which are intended to be consistent with the University's. That said, it is also important for students who first enter the social work major or those who are admitted to the BSW, MSW, or Field Practicum be aware that accreditation standards expect programs to assess students' performance in each course in a manner which addresses their capacity to meet future role expectations concerning professional conduct and relationship skills. In this regard, instructors have an obligation to make a professional judgment about the student's readiness to enter the social work profession and to take this into account in evaluation and grading.

#### 1. Academic Dishonesty

The University issues a yearly Discipline Code based on the Wisconsin Administrative Code. It is recommended reading for students in order to avoid a misunderstanding about academic dishonesty. Please refer to that document for specific definitions and possible actions. It is important to realize that a person may be subject to disciplinary action if they use someone else's work, create the impression that something is their own original work, if they make up false information for an academic project, or if they forge their academic credentials or documents. Oftentimes, students make the simple mistake of writing a paper and lifting the content from a book or article without proper citation, or by failing to paraphrase or restate the content in their own words. This is called plagiarism. It is subject to disciplinary action and may result in a failing grade, if not a demand to redo the work or a reprimand. Think about this in terms of working as a professional in an agency: How would it appear if a social worker patched together a report without citing his or her source material? How long would a professional last if they were to misrepresent the facts or fail to properly acknowledge source materials? Writing well takes practice. Use resources at UWO to help develop these skills.

#### 2. Attendance and Course Participation

Every course syllabus will state the instructor's policy concerning class attendance and participation. Failure to adhere to the policy, or limited engagement in with the class, will have the effect of reducing the course grade. Professional social workers are expected to engage with others as adult learners. This means coming to class regularly and on time, reading or preparing materials for class, working effectively in groups, making contributions in the class, enhancing the learning of others, and helping to effect student/instructor communication. Of further note, the University policy concerning course attendance is contained in the Academic Policies Section of the University's Undergraduate Bulletin. While attendance in all classes is required (except in documented emergencies), first day attendance in high-demand courses is mandatory. Students who do not attend the first day of these classes will be dropped. Consult the class notes on Titan Web to see if there is mandatory first day attendance.

### **3. Changing Course Sections (UNDERGRAD)**

Courses which offer multiple sections are intentionally scheduled to enroll the same number of students in each section. For example, SW 376-001 and SW 376-002 would both ideally have 24 students. This ensures a more equitable experience for each student in the cohort. Therefore, the Department discourages changing course sections where it creates imbalanced enrollment. Students are advised to first seek out a student in the desired section of a course who is willing to swap. Failing that, if there is a compelling reason that the student can articulate to both instructors in joint consultation with them, and both instructors agree to the switch, then the student may initiate the change of sections with their shared permission. It need be noted that the burden is upon the student to make a compelling argument for changing sections.

### **4. Grievance and Appeal**

The grievance and appeal policy pertaining to academic appeal, which applies to social work students, may be found [here](#). This is the official grade appeal policy and procedure of the College of Letters and Science. The Department of Social Work is a unit within that college.

### **5. Disclosure and Confidentiality in Class Discussion**

Students have the right to choose whether or not to disclose sensitive personal information in a class discussion. They also have an ethical obligation not to reveal the names of persons who are clients at agencies where they serve as volunteers or interns. They also have an additional ethical obligation to protect the identity of an agency employee whom they may be critical of, with respect to ethical issues. Furthermore, students have an obligation to respect confidentiality regarding in-class discussions for learning purposes, by not divulging content outside of the classroom. Where violations of ethical conduct are thought to occur, the student is encouraged to discuss them with the faculty instructor.

### **6. Special Accommodations Requests**

Each faculty member will indicate their policy concerning special accommodations in their course syllabus. In general, it is important that students make their special needs known to the instructor at the **beginning of a semester**. Requests for special accommodations are handled through the Accessibility Center in the Dean of Students Office, and require appropriate documentation concerning the nature of the disability and demonstrated educational need. Instructors are not obligated to make special accommodations without having advance information from the student about services they request. An abbreviated list of services available to students with impairments is included in Appendix A of this Handbook.

## **B. Advisement Policies and Procedures**

### **1. Advisement for Social Work Students**

When undergraduate students first enroll at UWO, they are assigned an advisor at the Undergraduate Advising Resource Center (UARC). Though undergraduates are not officially assigned a social work advisor until they are formally admitted to the program, students interested in social work are welcomed and encouraged to meet with the social work advisor at any time to talk about the major and career plans. Students are welcome to attend new student orientations, group advising sessions, information sessions, and social events sponsored by the

Student Social Work Association. These events are announced on bulletin boards, in social work classes, and on the social work web pages.

## **2. Social Work Advisor Assignment and Appointment Scheduling**

Two to three faculty members are designated to be student advisors each year. Where a program has more than one advisor, students are by alphabetical division of last names. Up-to-date advisor information can be found on the Department's [contact page](#). If a student prefers a different advisor, that choice will be honored when possible. Appointments can be arranged between advisors and students via campus email or using Google calendar.

## **3. Advisement Folders**

Every declared Pre-Social Work major, Social Work major, and admitted graduate student will have an advising folder. The advising folder is confidential and kept in a locked office within the Department. Folders are available for the student to view within the Department. It generally contains a running record of information on the student including: advising notes, program applications, correspondence, change-of-grade forms, and field evaluations. The Department also retains (sometimes exclusively) electronic records of student STAR reports, transcripts, program applications, internship applications, and field evaluations. Electronic records reduce the Department's environmental impact. Any digital record can be printed by student request. When students graduate and give their consent to the advisor, information in these folders- hard copy or digital- can be used by the advisor write a letter of reference. Note that the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides that, with certain explicit exceptions, students have the right to determine who will see their records (confidentiality) and students have the right to see their records (accessibility). Please refer to this [link](#) from UWO Student Affairs for more information.

## **C. Admission Policies and Procedures**

### **1. Admissions**

**a. UNDERGRADUATE.** Applications for admission to the Bachelor of Social Work Degree (BSW) are reviewed each spring semester. Students apply when they have finished their USP and social work gateway courses, which is typically the spring of the applicant's sophomore year. Early in the spring semester, open advising sessions are held for all who are planning to apply, which serves to orient students to the process and answer their questions. The social work advisor will also be available for individual meetings with prospective students. When the online application opens, announcements are posted on the webpage, an email will be sent to all declared pre-social work majors, and instructors in 200-level social work classes will make an announcement. Each year, applications for admission are due at 3pm on the Thursday before Spring Break begins. This date will be included in online and email announcements.

To be considered for admission to the BSW degree, students must complete the [BSW online admission application](#) and are required to disclose any criminal history at this time (under some conditions, this situation may impact field placement, but may not necessarily impact admission

to the BSW Program). Students must also read and indicate commitment to the [NASW Code of Ethics](#). Students further reflect this commitment through a written essay.

Applicants must complete the USP program requirements and social work gateway classes (discussed on pages 16-18) with an overall GPA of 2.5 and a GPA of 2.75 in the gateway courses. The Admissions Committee will consider exceptions to these standards if space is available, AND the applicant submits evidence of a convincing record of merit for reconsideration. [Students are additionally required to complete 50 hours of volunteer service as a condition for admission to the BSW Program](#). Information provided by the volunteer supervisor provides valuable information concerning the applicant's professional potential.

Upon completion of initial application review, if space is available, some applicants may be requested to clarify application materials. All applicants receive an email to their university email account from the Department of Social Work concerning the admission decision. Applicants that are not admitted to the program may appeal the decision, but the burden of responsibility is on the student to offer convincing evidence of their merit. Applicants will be notified via their university email of any reconsideration decision.

Any declared pre-social work major or social work major may register for the 300-level social work foundation courses, however, only those who have been formally admitted into the BSW degree by the Fall semester will be able to stay enrolled. All others will be administratively removed. The program is limited to no more than 49 students per degree cohort.

There are three types of Admission Committee decisions: **full admission**, whereby the applicant meets all of the criteria for admission to the BSW; **provisional admission**, in which the applicant has not yet met the requirements but is expected to do so before the start of Fall semester; and **denial of admission**, where the applicant fails to meet one or more of the admission criteria and is unlikely to do so by the beginning of Fall semester. Because the BSW program is limited to 49 new students each year, applicants may be denied admission even if they meet the minimum admission criteria, but other applicants were more qualified.

Provisional admission is the most common admission offered after the initial application review. It may require that the applicant must complete an outstanding course requirement or raise their GPA. The conditions required for meeting provisional admission are stipulated in the admissions email notification to the applicant, including completion deadline dates. All provisional admissions are reviewed before commencement of Fall classes. The failure to meet the conditions may result in denial of admission. If the admissions committee denies an applicant, the burden is on the applicant to submit evidence of merit for reconsideration.

**b. GRADUATE.** The UWO MSW program is particularly interested in applicants who want to develop expertise in the areas of health care and mental health care practice. Applicants should be comfortable with developing their expertise in working from a strengths-based perspective, with developing skills to work in both rural and metropolitan areas, and in working with clients from diverse cultures and circumstances. Prospective students fall into the categories of Foundation or Advanced; Health Care or Mental Health Care. These are defined as follows:

**Foundation** students are those who have an undergraduate degree in a field other than Social Work OR whose Bachelor of Social Work degree was earned eight or more years ago. The time limit is in effect because CSWE revises their education policies and practice competencies every eight years. Therefore, those who hold a BSW that was earned more than eight years ago must be instructed and evaluated on the most up to date standards. Full time foundation students can complete the MSW in two years. Part time foundation students can complete the MSW in three years.

**Advanced** students are those who hold a Bachelor of Social Work degree that is less than eight years old. This degree must be awarded by a program that is accredited by the Council on Social Work Education. Full time advanced students can complete the program in one year. Part time advanced students can complete the program in two years.

**Mental Health Care** Social Workers combine psychological, social and practical elements to assess, treat and prevent psychological, behavioral, emotional, social and environmental issues affecting patients of all ages in hopes to alleviate the major stresses that impact their daily life. This could include: helping employees within an organization with personal problems or workplace concerns, adjusting to lifestyle changes (death of a loved one, disability, divorce, loss of job), substance abuse treatment, and treatment of psychological disorders (depression, anxiety, a crisis or trauma).

**Health Care** Social Workers provide individuals, families and groups with the psycho-social support needed to cope with chronic, acute or terminal illnesses. Services include advising family care givers, providing patient education and counseling, and making referrals for other services. They may also provide care and case management or interventions designed to promote health, prevent disease and address barriers to access to healthcare (*from the [US Bureau of Labor Statistics](#)*).

**MSW Applicants submit the following:**

- UW System Online Graduate Application ([found here](#));
- Department of Social Work Supplemental MSW Application ([found here](#));
- graduate application fee (\$56); and
- official transcripts of all higher education (sent directly from each institution to office of Graduate Studies)

**Applicants must meet the following requirements to be considered for admission:**

- A cumulative undergraduate GPA of 2.75, with 3.0 in the last 60 credits of study;
- Have an academic background in the liberal arts and have completed a **minimum** of 18 credits in social sciences among courses in at least **three** of the following disciplines: psychology, sociology, anthropology, economics, and political science (BSW students meet the criterion);
- Submit personal essays which address the following (these are submit as part of the supplemental application):

- examples of how you apply social work values and principles;
- explanation of how your skills, knowledge and abilities support a career in Social Work; and
- description of your career goals.
- Three completed electronic reference questionnaires (including one academic reference, see supplemental MSW application)\*;
- Demonstrate relevant professional work/volunteer experiences (submit via the supplemental application):
  - Report number of hours of relevant work experience
  - Report number of hours of relevant volunteer experience;
- Have completed course work in: Biological Life Sciences, Statistics, Research Methods, and Life Span Development **or** submit plans for completing this work prior to taking the Advanced Curriculum in the Program. **Those with a BSW from an accredited program are considered to have met these criteria. At least two of these prerequisites must be completed before entering the program.**
- Advanced standing applicants are **required** to have graduated from an accredited baccalaureate social work program within the last eight years **OR** have successfully completed the Foundation Curriculum at a CSWE accredited MSW program.
- Applicants who completed their degrees at foreign universities may be required to complete the TOEFL. For applicants who are Registered Aliens of the United States who have lived in the United States for more than one year or who have completed academic work in English, the TOEFL is not required. Registered Aliens who do not meet these criteria will enter the program on probation and give evidence of their English proficiency through satisfactory performance in their first-semester course work.

Please note: in keeping with the Council on Social Work Education (CSWE) Accreditation Standard 3.1.5 (EPAS 2015) the Program does not grant social work course credit for life experience or previous work experience

\*In lieu of traditional reference letters, the UWO MSW Admissions Committee developed a reference survey that is tailored to the specific information they are seeking on each applicant. Therefore, it is important that the applicant supply the contact information and current email address for each reference. Because the Admissions Committee will not review an application until all materials have been submitted, they recommend all applicants provide information for four references in the event that one falls through.

The MSW Admissions Committee will review complete applications in late fall of the year preceding admission. The application deadline will be posted on the UWO Social Work webpage, announced at all MSW information sessions, and shared with all Social Work faculty and Graduate Studies staff to provide to interested prospective applicants. Admission to the MSW is generally competitive, meaning that not all applicants who meet the minimum standards will be admitted. If an MSW program or cohort does not fill after the first round of application review, a second round of application review will be scheduled. This will also be posted on the UWO Social Work webpage, announced at all MSW information sessions, and shared with all Social Work faculty and Graduate Studies staff.



There are three types of Admission Committee decisions: **admission**, **wait list** and **denial of admission**. **Admission** is offered when an applicant meets all criteria outlined above OR they have a clear and timely plan for meeting any deficiency AND there is space in the cohort sought. Deficiencies in meeting MSW admission criteria must be minimal and resolvable in order for the Admissions Committee to consider overriding them. If an applicant seeks an exception to the admission criteria, it is the responsibility of the applicant to provide a clear and timely plan for making up the deficiency and demonstrating their professional potential. Applicants who meet all criteria and show promise, but seek a cohort which is full may be offered a place on the MSW **Wait List**. This means that if an admitted applicant declines admission or drops out of the program, that spot can be offered to the next student on that cohort's wait list. **Denial of admission** occurs when students do not meet one or more of the above criteria are unlikely to be able to fulfill the above criteria in a timely manner OR there are other applicants more qualified. Because the MSW program is limited to approximately 40 new students each year, applicants may be denied admission even if they meet the minimum admission criteria, but other applicants were more qualified.

All admission decisions are emailed to address that applicant's supply on their graduate application and supplemental application.

## 2. Completion Policies

**a. UNDERGRADUATE.** To be eligible for graduation with a BSW degree, students must fulfill four additional expectations:

1. Meet remaining course requirements in addition to those required for initial admission (Transfer students please note this may require a completion time beyond four years);
2. maintain a 2.75 CGPA in social work courses;
3. earn a C or above in every required social work course; and
4. admission and successful completion of the Field Practicum.

Students who are unable to earn a C or above in a required BSW course after two attempts will not be able to progress forward with their degree. This decision may be appealed, but it will be the responsibility of the student to convince the Admission and Continuation Review Committee that exceptional circumstances prevented him/her from meeting this standard.

**b. GRADUATE.** To be eligible for graduation with an MSW degree, students must fulfill the following expectations:

1. Meet remaining course requirements beyond those required for initial admission;
2. maintain a 3.0 CGPA in all courses taken toward MSW degree;
3. earn a B or above in every required course and MSW elective;
4. successful completion of the field practicum(s); and
5. submission of [MSW application to candidacy](#).

Students who are unable to earn a B or above in any MSW course will need to meet with the Admission and Continuation committee to demonstrate that exceptional circumstances prevented

them from meeting this standard and, if relevant, develop a remediation plan to ensure acceptable performance in retaking the course.

### **3. Admission to Field Practicum (UNDERGRADUATE)**

In order to be eligible for admission to the Applied Generalist Practice field practicum, students must maintain the CGPA stipulated by the continuation policy and continue to demonstrate professional commitment and ethical conduct as stated in the requirements for admission to the BSW.

Only BSW degree students who have been accepted for admission are permitted to enroll in field practicum coursework (SW 401 and SW 451). Field Practicum applications are due the Thursday two weeks prior to spring break and placement matches are completed by the end of the spring semester. Announcements on the field application are sent to all 300-level social work students early in the spring semester and appear on the Department website. The link to the electronic application is available on the Social Work website once the application opens.

Students formally declare their intent to apply for admission to Applied Generalist practice, and complete the application checklist, which specifies all of the accompanying documents to be reviewed for placement. These include: acknowledging review of the student's current STAR report, current resume, and list of practice interests, special needs requirements, and available transportation resources. BSW advisers and the Field Coordinator collaborate to make field placement assignments based on student interests. Every effort is made to honor student preferences.

All students will undergo a criminal background check via Castle Branch. If a student does have a criminal history, it may limit the Field Coordinator's ability to place the student in a field practicum. In such cases, the student meets with the BSW advisor and the Field Coordinator to examine options. Each situation is managed on a case-by-case basis. Establishing a mutually agreeable Field Practicum placement is critical. Because of the relationship between competent professional practice (as demonstrated in field instruction) and the public trust; field instruction, if not completed at a satisfactory level of performance, is **not** normally repeated, and the student is not normally permitted to continue in the BSW Program. Should the student choose to appeal this policy, it is their responsibility to provide a written appeal to the Admission and Continuation Review Committee.

Any student who does not meet the stated criteria for a Field Practicum placement is at risk of not completing the Field Practicum and not being eligible for the BSW degree. In such cases, a student may be granted a provisional admission, conditioned upon completion of an expected requirement (e.g., more careful editing of resume and/or articulation of placement interests, meeting of a grade requirement), or may be denied access to the completion of the BSW degree. If the student is denied access to a Field Practicum placement, the burden is upon the student to submit evidence that offers a convincing argument of merit for reconsideration. Any student who disputes or disagrees with the Field Practicum placement decision is referred to the UW Oshkosh appeals process and procedures, identified in this handbook.

#### **D. Credit for Life Experience or Work**

The Department of Social Work does not give any academic credit for life or previous work experience, in whole or in part, in lieu of any of the professional foundation areas in its curriculum, including its Field Internships.

#### **E. Transfer of Credits**

*Transfer of Undergraduate Credits:* The Department will not accept transfer of academic credit for social work courses taken at programs not accredited by the Council on Social Work Education (CSWE) except for the 100-200 level social work courses, which have been determined by this Department to be equivalent. It will consider transfer of academic credit for social work courses taken at CSWE accredited programs. To be considered for such a transfer, the student shall provide their Social Work advisor with a course syllabus for any course for which they are requesting a transfer of credits.

Transfer of credits for any undergraduate USP and liberal arts support courses will be determined by advisors assigned to the College of Letters and Science in the [Undergraduate Advising Resource Center](#) and [Registrar's Office](#). Such transfers are covered in the Academic Policies section of the [University's Undergraduate Bulletin](#).

Due to the careful sequencing of prerequisite requirements and professional foundation courses in the BSW degree program, transfers from other majors may require more than four years in order to complete the degree.

*Transfer of Graduate Credits:* The Department will not accept transfer of academic credit for social work courses taken at programs not accredited by CSWE. The Department will consider the transfer of graduate level academic credit if the course was offered by a CSWE accredited program AND the course has a clear and demonstrable equivalent in the MSW program. For credit to be considered for transfer, a student must supply their MSW advisor with a syllabus for the course in question.

The sequence of courses in the MSW is deliberate, and the MSW faculty has a responsibility to oversee the education and preparation of advanced level practitioners before recommending them for graduation. Therefore, the MSW faculty will not admit more than 12 credits for transfer from another accredited institution. For any consideration of graduate transfer credits, it is the responsibility of the student to demonstrate how the transfer class fits into the UWO MSW program.

#### **F. Non-Discrimination and Sexual Harassment Policies**

The Department of Social Work adheres to the University's [non-discrimination policy](#) posted on the University's Academic Affairs page. That reference may be consulted for the full statement of statutory language governing the policies and procedures. A definition of racist and discriminatory conduct and the procedures to address it are contained within the [Faculty and Academic Staff Handbook](#). Essentially, this policy makes the following statement concerning the prohibition of discrimination:

*“No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.”*

The Department of Social Work also adheres to the University’s sexual harassment policy and procedures for addressing it, which are likewise contained in the University’s [Faculty and Academic Staff Handbook](#). That content will not be repeated here. For purposes of definition, the University defines sexual harassment in the following manner:

*“Sexual harassment is a form of sex discrimination. It occurs in a variety of situations which share a common element: the inappropriate introduction of sexual activities or comments into the work, learning or living situation. Often, sexual harassment involves relationships of unequal power, and contains elements of coercion--as when compliance with requests for sexual favors becomes criterion for granting work, study, or grading or other benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person’s ability to study or work in the academic setting. Unwelcome sexual advances, requests for sexual favors, and other physical conduct and expressive behavior of a sexual nature constitute sexual harassment when:*

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; or*
- (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or*
- (3) such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile or demeaning employment or educational environment.”*

For a statement concerning the Social Work Profession’s stance against discrimination and harassment, please refer to the National Association of Social Work Code of Ethics. The Code may be viewed in its entirety at the NASW Web site ([NASW](#)). It provides students with a much broader understanding about the profession’s respect principles and practices, which protect clients and promote social justice.

## **G. Department of Social Work Admission and Continuation Review Committee**

### **Purpose:**

The Admission and Continuation Review Committee is responsible for reviewing potential student problems identified by departmental faculty and staff. The committee will meet as necessary to review, mediate and establish individualized plans related to student issues identified at any point in the program (i.e., prior to admission, at admission, or after admission to any UWO social work program). A student may be asked to meet with the Committee with respect to issues including: class performance, disruptive classroom or field unit behavior, and potential violations of the NASW Code of Ethics.

**Procedure:**

Departmental faculty and staff members must submit a written, behaviorally specific referral addressing how the issue identified affects the student's ability to perform the duties of the profession. Students will be notified of their referral by university e-mail within 30 days of the referral. The letter will describe committee procedures, including an explanation of student rights and the appeal process. If a meeting of the Committee is scheduled, the student will be asked to attend the meeting and will be permitted to present a response. The student may also request that another departmental faculty or staff member, not involved with the referral, act as an informal student advocate at this meeting of the Admission and Continuation Review Committee. This ad hoc committee will consist of departmental faculty or staff appointed by the department chair. The Committee will assess whether a remediation plan can be developed to address the concern and/or if the Department and University can make reasonable accommodations to assist the student. The committee may request additional information from both the student and faculty involved and may conduct a criminal background check whenever it is deemed necessary. Campus and community resources that may help remedy the situation may also be identified and may be a part of the remediation plan developed.

If a student disagrees with the plan or any decision of the Committee, the student has the right to appeal to the chairperson of the Department of Social Work. Further appeals must follow University procedures linked to [the UWO Dean of Students Student Conduct page](#).

**H. Policies and procedures for terminating student enrollment in the Social Work program**

Department of Social Work programs ensure an admission and retention process that adheres to the essential policy as stated in the [Undergraduate Bulletin](#) and the [Graduate Bulletin](#). The Department holds to course prerequisites and grade prerequisites for admission to its programs. Students are made aware, through multiple means, that there are professional standards in place, and that the Department of Social Work encourages professional development. Because of the care exercised in this way it is uncommon for students to be terminated from the program. To understand the Department's policies and procedures regarding termination from the program, it is essential to understand the following components: (1) principles for use in evaluating performance, (2) defining academic and professional performance, (3) course grades influenced by expectations for professional behavior, (4) explication of ethical and professional behaviors as evaluated in courses, (5) termination from field, (6) the Social Work Admissions and Retention Committee, (7) nonacademic performance addressed by the university discipline code and (8) grievance and appeal procedures.

**1. Principles for Use in Evaluating Performance**

The Department faculty fully accepts their obligation to ensure the graduation of competent practitioners through the use of termination procedures in instances of poor professional or academic performance. They also acknowledge that field placement agencies should not bear the sole responsibility for gate-keeping. Consequently, drawing upon the professional literature, the faculty developed principles for evaluating academic and professional performance. This evaluation is based on current professional development, or prior conduct, which poses obstacles to future hiring or certification in this state or elsewhere. The following four principles outline

the policies and procedures which were created to assess academic and professional performance:

- The Department needs to make an earnest effort to help students obtain the professional competence necessary for a social work career. However, in the absence of demonstrated professional promise by a student (inside or outside of the classroom), the department is not obligated to admit the student to any social work program or social work internship.
- The *Code of Ethics* ([NASW](#)) provides grounding for professional performance requirements and serves as a guide for evaluation of professional performance in the classroom as well as in an internship.
- Students are encouraged early in the program to undertake self-evaluation, and to anticipate faculty evaluation of their progress, as a necessary contribution to their professional growth and development. This evaluation should be a continuous, open process. It is an expected part of the student's academic work.
- All due consideration is given to a fair and nondiscriminatory evaluation process. University and Departmental guidelines for grievance and appeal will be fully adhered to.

## **2. Defining Academic and Professional Performance**

Both academic and professional indicators of student performance are important and systematically assessed. Academic indicators are actions made toward earning the grades that determine academic standing. Professional performance is “performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners.” The assumption is that not all of these behaviors surface within a classroom context. Assessing professional performance is an obligation which all social work programs must bear in order to ensure the graduation of competent practitioners. Some behaviors indicating lack of professional promise are manifested in criminal conduct which might bar approval for certification and licensure. Other frequently cited concerns include, but are not limited to: unresolved life issues which interfere with judgment and performance; preoccupation with self and self-centered behavior which is inappropriate to a professional role; and/or inability to develop, engage in and communicate effectively in professional relationships. [The NASW Code of Ethics \(2017r\)](#) provides a more thorough framework for identifying assessment criteria, which may be used to determine appropriate standards of professional performance.

## **3. Methods for Evaluation of Professional Behavior**

All of the Social Work course syllabi contain explicit criteria for evaluation of knowledge-based competencies taught in the courses and selected competencies which cover the application of social work values, ethics, and skills to professional practice. There are several social work courses which place significant emphasis on professional behaviors. These courses assess performance indicators that typically fall through the cracks of typical academic classroom performance evaluation. All social work classes expect excellent class attendance and active participation because both are necessary for professional learning to occur. There are mechanisms in all levels of social work courses designed to assess knowledge of and adherence to ethical practice principles and professional conduct articulated in the profession's *Code of Ethics*. BSW students must achieve a 2.75 GPA on a 4 point scale in social work courses not only to be admitted to the major, but to remain as majors during the junior year and achieve admission to *Applied Generalist Practice* during the senior year. MSW students must achieve a

3.0 GPA on a 4 point scale in all courses to remain in the program. Students who do not succeed in demonstrating professional promise in required social work courses, especially practice courses, will be unable to meet the minimum GPA. Course grades are intended to be influenced by expectations for ethical and professional behavior.

In addition, BSW students are required to complete a 50-hour volunteer requirement, with comments from their volunteer supervisor and MSW applicants are required to submit three references as well as social service experience information. All of this data instills and/or reinforces ethical behavior and professionalism. It is important to provide students with early, clear communication concerning behaviors which affect ethical and professional conduct, and suggest areas for improvement in professional development.

Once students are admitted to the program, they will enroll in practice coursework that explicitly evaluates professional behavior indicators such as active participation and effective communication skills. Professional behavior must be demonstrated for a student to achieve a grade sufficient to allow them to remain in the program.

This department has made every effort to ensure that competencies and practice behaviors identified in the Council on Social Work Education's Educational Policies and Accreditation Standards are incorporated in courses and included in academic evaluation at all levels of its programs.

| <b><u>GRADING SCALE</u></b> |               |           |                     |
|-----------------------------|---------------|-----------|---------------------|
| <b>A</b>                    | <b>93-100</b> | <b>C</b>  | <b>73-76</b>        |
| <b>A-</b>                   | <b>90-92</b>  | <b>C-</b> | <b>70-72</b>        |
| <b>B+</b>                   | <b>87-89</b>  | <b>D+</b> | <b>67-69</b>        |
| <b>B</b>                    | <b>83-86</b>  | <b>D</b>  | <b>63-66</b>        |
| <b>B-</b>                   | <b>80-82</b>  | <b>D-</b> | <b>60-62</b>        |
| <b>C+</b>                   | <b>77-79</b>  | <b>F</b>  | <b>59 and lower</b> |

#### **4. Explanation of Ethical and Professional Behaviors Evaluated in Courses**

The Department of Social Work makes every effort to imbed professional aspects of practice within the context of a classroom learning experience. Consequently, there are mechanisms in courses at all levels to assess knowledge of and adherence to ethical practice principles and professional conduct articulated in the NASW *Code of Ethics* (2017r) [NASW](#) and the International Federation of Social Workers Statement of Ethical Principles (2012) [IFSW](#). Each Social Work course articulates expectations for class attendance, active participation, and leadership development, which are linked to the development of professional identity. Course grades are influenced by a student's ability to meet expectations for professional behavior.

The primary intent of these policies is to foster Social Work professionalism, rather than to deny students access to the Social Work profession. Department policies provide clear communication to students throughout their tenure in their program regarding behaviors that affect professional conduct and identify areas for improvement in professional development. This evaluative process also includes identification of student strengths, which support the development of professional skills. Professional behavior must be demonstrated if a student is to achieve a grade sufficient to allow them to remain in the program.

Ethical and professional standards that are to be evaluated in the student's field performance are identified and integrated within the expectations of the Student Learning Contract, the course syllabi, and the [UWO Department of Social Work Field Manual](#). Finally, the statement below is included in all social work syllabi for the purpose of forewarning students about its other policies pertaining to academic dishonesty, attendance, participation, self-disclosure, and other student rights and responsibilities. It reads:

**Note:** In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be viewed or printed by visiting the Department of Social Work's web-page at: [BSW Documents](#)

### **5. Termination from Field**

There are special academic and professional performance termination procedures specific to field internship courses (SW 401, SW 451, SW 709, SW 710, SW 729, SW 733). The full policy statement concerning termination from field placement is contained in the *UWO Department of Social Work Field Manual*. It stipulates the terms and conditions for ending a field placement for a variety of reasons. Among the important reasons for termination are those which pertain to behaviors which compromise ethical standards for practice contained in the *NASW Code of Ethics* (2017r). Examples of such behaviors are provided in the Field Manual. When the reasons for discontinuance pertain to failure to perform up to the expectations of the field learning contract (which can be viewed as an academic issue with professional performance indicators), the student is apprised early of his/her poor performance and given guidance for professional development and suggested means for improvement.

If the student is unable to address the identified performance issue, then the student is notified of a non-passing grade. As described in the *Field Manual*, the student may appeal to repeat their field course, but is subject to denial in the absence of demonstrated professionalism documented in the field performance evaluation. A denial for readmission to the internship terminates the student from the program. The student may follow the University's academic grievance and appeal procedures (see Section 8 below).



In some instances past behaviors, which might pose a future risk of harm to clients and/or colleagues, will need to be carefully assessed prior to placement. Questions addressed may include the following:

- What time has elapsed since the behavior in question occurred?
- Is there any current evidence for the likelihood of recurrence?
- What means were used for rehabilitation? What evidence is there that rehabilitative efforts made measurable improvement?
- What ongoing resources are in place to prevent relapse in the behavior in question?
- What are the future risks to clients, to colleagues, or others?

In the event of a positive response to these questions, the final question is whether there an educationally-suitable placement which would be open to accepting this person as an intern. If not, the Department does not accept responsibility for admitting a student who is not likely to be accepted by an agency through an agency [field placement agreement](#).

#### **6. Social Work Admissions and Retention Committee**

The *Social Work Admissions and Retention Committee* is a vehicle for faculty who have concerns related to a student's professional performance. Any Departmental faculty can refer a student to this committee citing evidence of specific concerns with the student's professional performance. A meeting is set up with the student and referring faculty to discuss concerns and possible corrective measures. If no resolution is made at this level, then the committee will meet with the student and further address the problem, discuss possible corrective measures and mutually agree on a solution that can be monitored for progress. If no agreement is made, that student may be terminated from the program. It is important to note that such a referral is generally not intended to remove any student from the program, but to provide an opportunity for the student to become more aware of areas of concern, and provide opportunity to correct behavior that may impact professional performance.

#### **7. Nonacademic Performance Addressed by the University Discipline Code**

Several forms of non-academic misconduct which do have bearing on professional promise are governed by the *University of Wisconsin Oshkosh Student Discipline Code* ([UW Oshkosh Student Discipline Code](#)). All enrolled students are subject to sanctions for behavior which is defined under UWS 17.03 as nonacademic misconduct which is subject to disciplinary action. That includes, but is not limited to, conduct which presents a serious danger to personal safety of others, various forms of criminal conduct which endangers or intimidates others (e.g., stalking, harassment, sexual assault, physical abuse), possession of controlled substances for sale or use, tampering with university equipment, and misusing computer resources. It also pertains to various kinds of disruptive conduct which interferes with the ability of others to attend or participate in class and in university-authorized or university-run activities. To be very clear about this, disciplinary actions may result in a student's removal from the program and expulsion from the University for behaviors that are unrelated to academic grading.

It should also be noted that the University nonacademic disciplinary process is not a part of, or directly linked to, the Department of Social Work termination process. They are two independent processes. They could in some instances be two separate processes that could result in different

outcomes for the involved student. There could also be instances where the same behavior may be the focus of two separate but concurrent processes, one at the university level and the other at the departmental level. The most serious discipline imposed at the university level is expulsion from the university.

### **8. Grievance and Appeal Procedures**

The grievance and appeal policy pertaining to academic appeal, which applies to social work students, may be found in the College of Letters and Science Administrative Handbook ([Chapter 5](#)). The Department of Social Work is a unit within that college. Detailed definitions, policy, and procedures are provided at that web address.

Essentially the procedure requires that students first attempt an informal resolution of the problem with the instructor. If the informal process with the instructor does not resolve the problem, then the student contacts the department chair who may either attempt informal resolution of the problem or proceed with formal grievance policies. If the chair decides that an attempt at informal resolution is inappropriate or should that attempt be unsuccessful, the student may request a formal review of the matter by the department's grievance committee. The chair will render a decision based on the findings of the departmental grievance committee. Should the student reject the chair's decision, the student may continue the grievance with the Dean's Office of the College of Letters and Science. The Dean's decision will be considered final, with no appeal possible.

## Appendix A

### **Services Available to Students with Disabilities\***

The Coordinator of Services for Students with Disabilities in the Dean of Students Office is available to offer a variety of services and accommodations **based on appropriate documentation, nature of the disability, and demonstrated educational need**. A handbook containing more extensive information about accommodations and services at UW Oshkosh is also available. The handbook, entitled *Services to Students with Disabilities*, is available through the Dean of Students Office. In general accommodations and services include, **but are not limited to:**

#### I. Freedom of movement accommodations

- a. Accessibility map, including marked locations for parking, sidewalk cuts, and door openers
- b. Remote door openers for selected doors on campus
- c. Reasonable modification of residence hall environment and classroom setting

#### II. Hearing accommodations

- a. State-of-the-art infrared application system in theater
- b. TDD phones
- c. Hearing assistive devices for classroom settings
- d. Interpreters
- e. Visual signaling devices, i.e., fire alarms in residence halls

#### III. Visual accommodations

- a. Close circuit visual enhancement systems
- b. Kurzweil reader/scanner (converts text to voice)
- c. Enlargement of notes, syllabi, and other academic documents
- d. RFB&D enrollment and support (books-on-tape); loan of 4-track player/recorder
- e. Books in braille
- f. Talking calculators

#### IV. Learning accommodations

- a. Proctors for exams
- b. Testing in quiet, distraction-free environment
- c. Extended time on exams
- d. Permission to record in class (optional agreement form available from Coordinator of Services for Students with Disabilities)
- e. Disability study lounge with modified furniture and technological assistance
- f. Consultation with faculty members regarding academic accommodations
- g. RFB&D enrollment and support (books-on-tape); loan of 4-track player/recorder
- h. Note takers

\*This information was provided by the Dean of Students Office, 920-424-3100 (TDD and VOICE).

## Appendix B

### Important Web Pages

1. UW Oshkosh Bulletin: <https://www.uwosh.edu/registrar/undergradbulletins>
2. Social Work Dept. Home Page: <http://www.uwosh.edu/socialwork>
3. National Association of Social Workers (NASW): <http://www.naswdc.org/>
4. NASW Code of Ethics: <http://www.naswdc.org/pubs/code/default.asp>
5. Council on Social Work Education (CSWE): <http://www.cswe.org/>
  
6. Other Web Sources:  
American Psychological Association (APA) style manual provides protocol for papers:  
<http://www.apastyle.org/electref.html>  
*BLS Occupational Outlook* provides information concerning employment trends in social work:  
[Occupational Handbook Outlook: Social Workers](#)  
Wisconsin Caregiver Law and Criminal History Checks for social work employment:  
[WI Caregiver Program](#)  
International Federation of Social Workers: [IFSW](#)

## **Appendix C**

The Student Association Constitution was adopted in the 1970s and modified thereafter to reflect a name change. It is repeated in its entirety below.

### **Constitution of the Student Social Work Association**

#### **Name**

The name of this organization shall be the Student Social Work Association.

#### **Membership**

The membership of the Student Social Work Association will be open to all students interested in becoming social work majors.

#### **Voting Rights and Duties**

It is strongly urged that each member attend meetings. Every member has the power to vote. Every member is encouraged to participate on committees.

#### **Meeting and Quorum**

Regular and formal meetings will be held twice monthly in Reeve Union or at the time and date designated by the Executive Committee. Regular executive meetings will be held weekly; all members are welcome to attend. A quorum to conduct business shall be at least ten regular meeting members.

#### **Officers**

Elections will be held annually, at the beginning of April, for the office of President, Vice-President, Secretary, Treasurer, Committee Coordinator, and the OSA Representative. A member may hold the same office for no longer than two consecutive academic years. If a vacancy occurs in the office of President, the Vice-President shall assume the duties of the President. If a vacancy occurs in the offices of Vice-President, Committee Coordinator, Secretary, Treasurer, or OSA Rep, a new officer will be elected as soon as possible.

#### **Responsibilities of Officers**

1. The President will preside over each meeting and serve to promote and facilitate communications between students and faculty. The President will seek input from the group and write an agenda prior to the formal meeting. The President will have access to the checking account. The President will attend and preside over the executive meetings. Finally, the President is required to be on one or more committees.

2. The Vice-President will temporarily preside over the meetings if the President is unable to attend. The Vice-President will work in conjunction with the President to perform general duties. The Vice-President is responsible for the planning and implementation of the Field Fair. The Vice-President will attend weekly executive meetings.

3. The Committee Coordinator will be responsible for recruiting committee chairs, members and maintaining the effective functioning of each committee. If a vacancy occurs in the office of any committee chair, the Committee Coordinator will substitute as that chair until a new chair is found. The Committee Chair will keep a record of all committee involvement of the members, and provide documentation at the end of the year for all members.

4. The Secretary will be responsible for recording all minutes, aiding the President in making an agenda, creating a monthly newsletter, maintaining an up-to-date bulletin board, and keeping on file all minutes, reports, agendas, etc. The Secretary will assume the responsibility for the

correspondence of the Association. The Secretary will attend weekly executive meetings. Finally, the Secretary is required to be on one or more committees.

5. The Treasurer will keep an accurate record of funds and expenditures and report to the group once a month or when called upon. The Treasurer will be responsible for keeping the bank account up to date. In addition, he/she will be responsible for paying outstanding bills acquired by the SSA throughout the year. The Treasurer will attend weekly Executive Committee meetings. Finally, the Treasurer is required to be on one or more committees.

6. The Oshkosh Student Association (OSA) Representative will attend each formal meeting of the OSA assembly. The OSA Representative will attend weekly executive meetings. Finally, the OSA Representative will serve on one or more committees.

7. The Faculty Advisor(s) will attend at least one executive board meeting per month, and his/her attendance will be required at one formal meeting per month. The Student Executive Council will nominate an Advisor from among the Department's full time faculty. The Department Chair will give final approval.

### **Committees**

The following committees shall be considered standing committees of the Student Social Work Association: Fund Raising, Publicity, Service Project, Social, and Speaker Series. Committee chairpersons shall be volunteers from the Association and shall serve for one academic year. Special committees will be formed as deemed necessary by the Executive Committee. All committee chairs will report to the Committee Coordinator.

### **Parliamentary Procedure**

A majority vote will be used to confirm resolutions.

### **Purposes and Goals**

1. To stimulate professional interest in the field of social work for all interested and concerned students at the University of Wisconsin Oshkosh.
2. To establish and maintain interest and influence in curriculum matters; and to encourage student participation and representation on faculty committees.
3. To promote communication between students, faculty, and the community.
4. To become aware and involved in local and national social work issues and policies.
5. To provide volunteer service to a community agency or project on a regular basis.